

PLANNING AND TEACHING



Languages in a World-Class Elementary School Program



Teacher Effectiveness for Language Learning Framework

PLANNING

How do I maximize student learning through my instructional planning?



Teacher Effectiveness for Language Learning Framework

TEACHING THE LESSON

Which high-yield strategies help my students achieve the daily performance objectives?

Schools and districts that are really moving forward in foreign language education . . .

1. Setting proficiency targets
2. Designing instructional pathways to reach those targets
3. Testing (internally and externally) to see if they are hitting them

Designing Instructional Pathways

National standards

State standards

Units

Lesson Plans

Backward Design as an
organizing principle . . .

for lesson planning

advantages ?

disadvantages ?

Lesson Plan

Unit _____

Lesson Number _____ of _____

Grade Level _____ Time of Year to be Taught _____

Stage 1: What will students know and be able to do at the end of this lesson?

DO

KNOW

What **vocabulary**, **structures** and **culture** do students need in order to meet the learning target?

- What will students be able to do at the end of this lesson that they couldn't do when it started?

- This should be a real-life learning target stated in student-friendly language.

"You will be able to figure out and tell someone how to use the metro system in Madrid to get from place to place."

Lesson Plan

Unit *Holiday in Madrid*

Lesson Number 5 of 25

Grade Level MS/HS

Time of Year to be Taught Winter

Stage 1: What will students know and be able to do at the end of this lesson?

DO You will be able to figure out and tell someone how to use the metro system in Madrid to get from place to place.

KNOW *Vocabulary*
metro system
subway station
line
destination
transfer point
ticket
exit
map

Structures
Familiar and formal commands

Culture
normalcy of use of this mode of
transportation in Madrid
economical ways of using it

Lesson Plan

Unit _____

Lesson Number _____ of _____

Grade Level _____ Time of Year to be Taught _____

Stage 1: What will students know and be able to do at the end of this lesson?

DO

KNOW

Stage 2: How will you know that students can do that?

At the end of the lesson, how will you and the students know that they can do the learning target?

Lesson Plan

Unit *Holiday in Madrid*

Lesson Number 5 of 25

Grade Level MS/HS

Time of Year to be Taught Winter

Stage 2: How will you know that students can do that?

As a closing activity, students will give me directions * on how to get from Point A to Point B using the Madrid metro system.

* students can text, email, or handwrite this information to give to the teacher.

Stage 3: What instructional activities will be used?

Opening/Activity 1

Activity 2

Activity 3

Activity 4

Closing/Activity 5

Do the activities in the lesson . . .

- give students a reason for needing/wanting to invest in the lesson?
- make the learner the active participant and NOT the teacher?
- engage ALL learners (vs. just one or two at a time)?
- provide multiple and varied opportunities for students to hear words/expressions supported by visualized contexts that make meaning transparent?
- provide authentic reasons for using the words and expressions?
- vary in level of intensity and mode?
- represent the BEST use of instructional time?

Stage 3: What instructional activities will be used?

Opening/Activity 1	Bell ringer: Students poll 5 of their classmates about their top two favorite places they have learned about in Madrid and why they are their favorites. Each student records this information. * (5 minutes) Teacher welcomes students and launches the lesson explaining today's learning target. (1 minute)
Activity 2	Teacher provides background information about Madrid's metro system and walks students through the map, how tickets are purchased and fundamental information about getting from Point A to Point B (20 minutes)
Activity 3	Using the activity sheet giving present location and a destination, students work in pairs to determine the route using the Madrid metro system. In Part B of the activity, one student provides directions to follow using the Metro map and the other student has to say what landmark he is near when he arrives at the destination metro station. (10 minutes)
Activity 4	Teacher adds to the basic information about the Madrid metro by introducing the concept of having to change metro lines in order to reach a destination. (10 minutes)
Closing Activity	To assess the day's learning target, the teacher provides students with a landmark in Madrid as a starting point and a destination landmark. Students can text, email, or handwrite this information to give to the teacher (5 minutes)

* Bell ringer information will be woven into tomorrow's lesson.



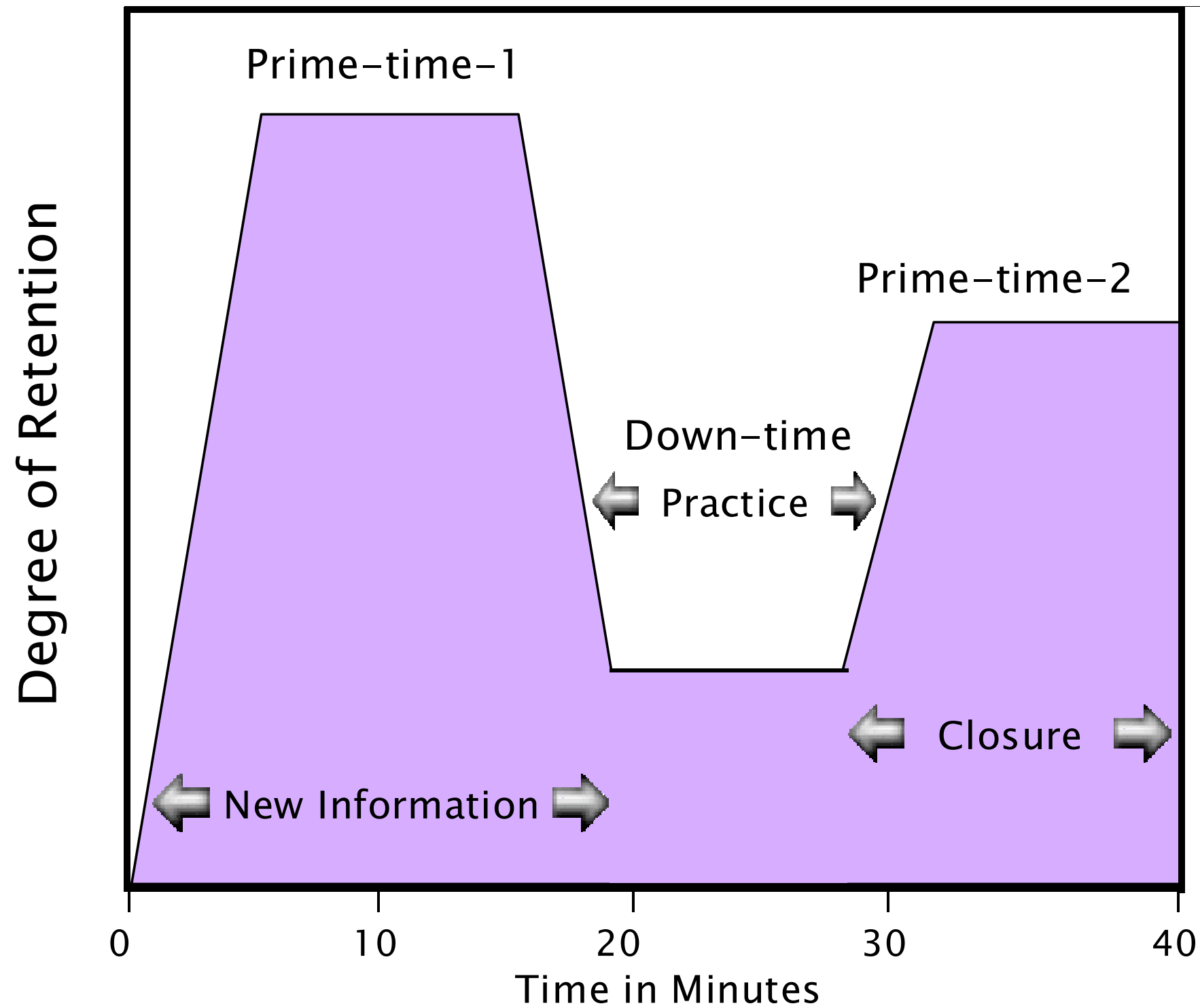
NEWS

FLASH

from

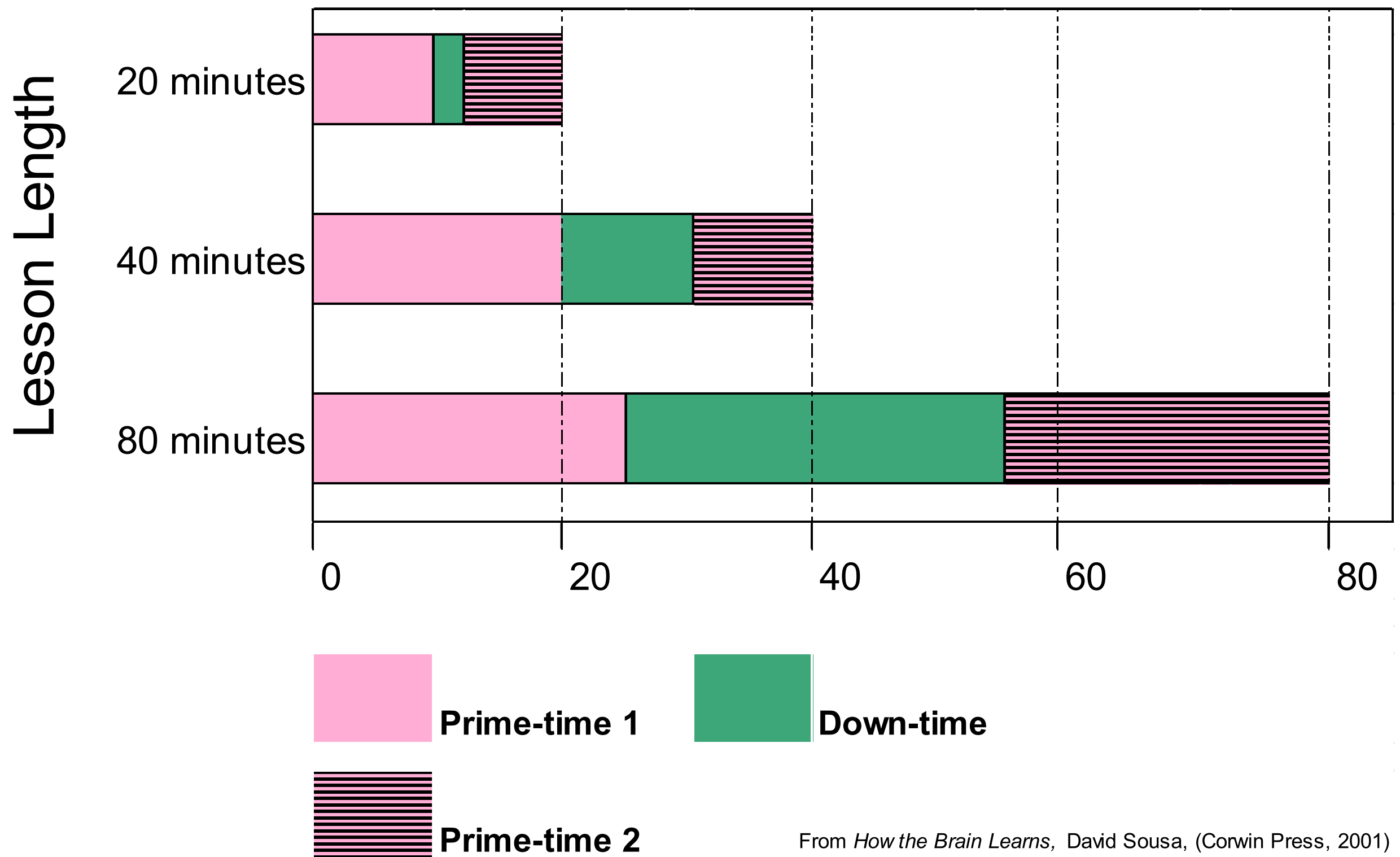
BRAIN RESEARCH

Retention During a Learning Episode



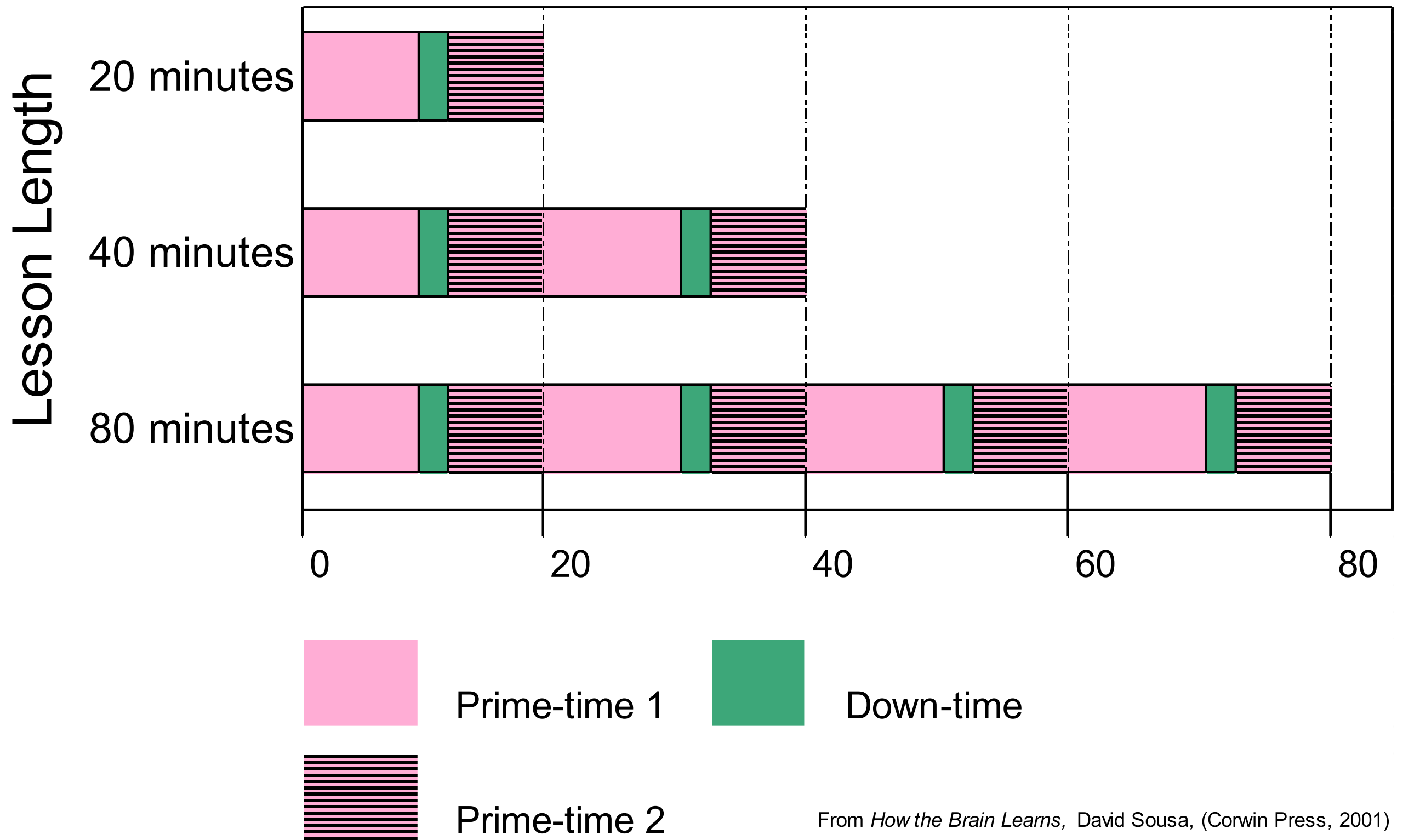
From How the Brain Learns, David Sousa, (Corwin Press, 2001)

Approximate Ratio of Prime-Times to Down-Time During Learning Episode



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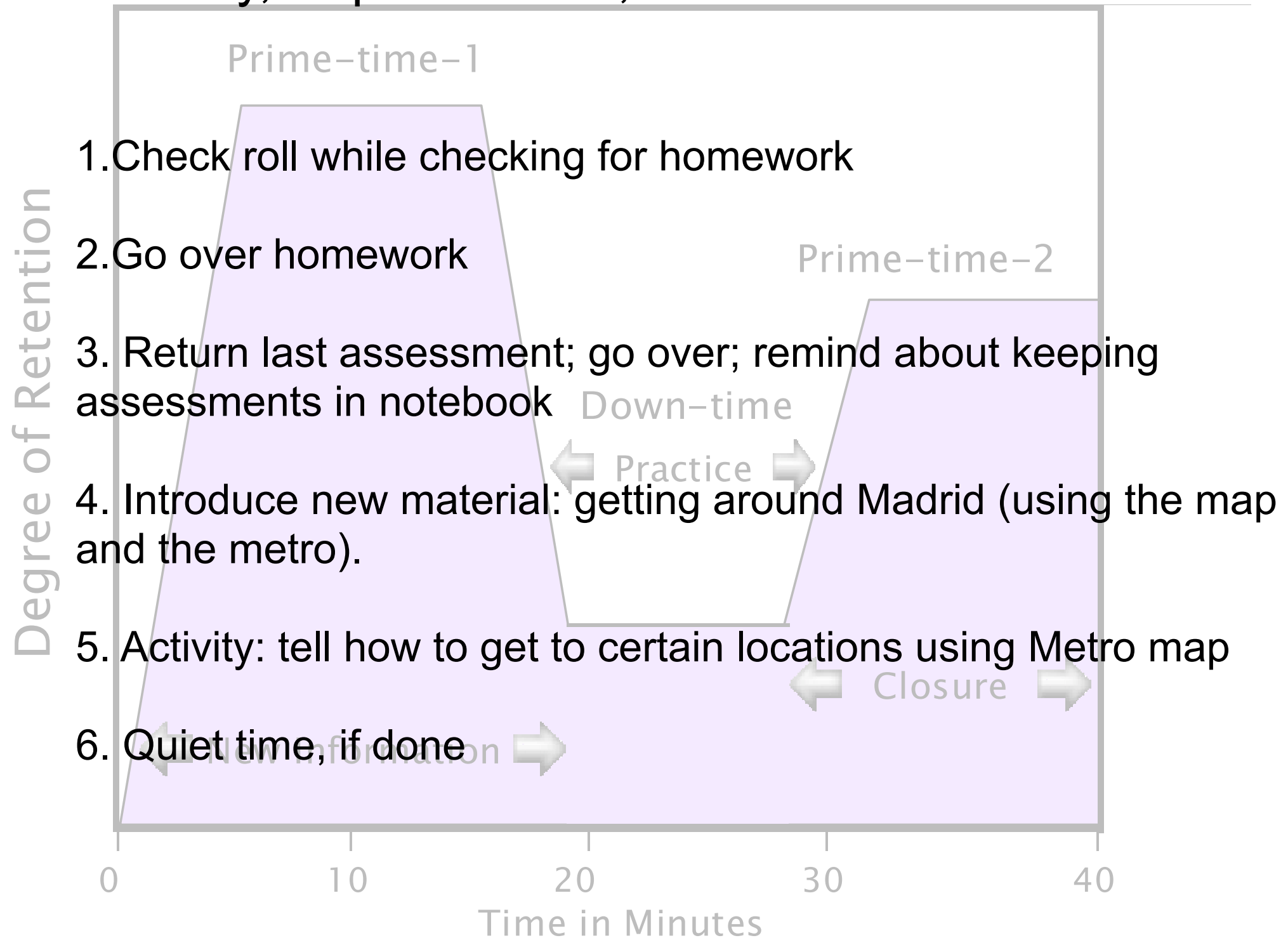
Approximate Ratio of Prime-Times to Down-Time During Learning Episode



From *How the Brain Learns*, David Sousa, (Corwin Press, 2001)

8th Grade Social Studies: Urban Transportation

Monday, September 12, 2011



From How the Brain Learns, David Sousa, (Corwin Press, 2001)

Implications of the Primacy/Recency Concept on Stage 3 Planning

1. The lesson should NOT start with administrative concerns (e.g., taking attendance, collecting homework, going over homework or some other assignment).

2. After a brief warm-up/bridge to the L2, the most important part of the lesson's work should be targeted while students are the most attentive and receptive.

- new information presented by the teacher
- an activity (or activities) carefully modeled and guided by the teacher
- “prime-time learning”

3. Following Prime-time 1, students should work independently--in pairs or in small groups--to apply what was presented in the major segment of the opening part of class. This parallels Down-time.

Implications of the Primacy/Recency Concept on Stage 3 Planning

4. For the next segment of the class (Prime-time 2), the teacher has an opportunity to revisit information presented/dealt with in Prime-time 1.

- additional, ratcheted-up information
- expanded application of Prime-time 1 information

5. As a wrap-up of the “first instructional round,” time can be spent going over homework or other assignments, providing information that is not specifically related to classroom instruction.

6. Provide a brief “lift,” e.g., song, movement, “palette cleanser.”

7. Begin next “instructional round.”

Sample Unit Can Do's



Module 3:

Proficiency target: Novice-mid

Objectives:

- I can tell what I eat/drink for breakfast, lunch, and dinner.
- I can ask and tell about what foods I like & dislike.
- I can say what I want to buy at the grocery store.
- I can read a menu and order what I like or say what others would like on the menu.
- I can tell about healthy and unhealthy foods.
- I can listen and understand someone describe their food likes/dislikes.



Unpacked Unit Can Do's

- I can tell what I eat/drink for breakfast, lunch, and dinner.
 - I can name some foods and drinks I like for different meals.*
 - I can group foods and drinks according to their appropriateness for breakfast, lunch and dinner.*
 - I can ask what foods and drinks my friends like.*
 - I can ask my friends what foods they prefer for certain meals.*
 - I can tell what meals my family takes together.*
 - I can tell what time I normally take meals on a given day.*
 - I can ask what time meals happen for my friends.*
- I can ask and tell about what foods I like & dislike.
 - I can tell someone what foods and drinks I like.*
 - I can tell someone what foods and drinks I do not like.*
 - I can ask someone what foods they like.*
 - I can ask someone what drinks they like.*
 - I can tell someone the foods and drinks that I like or do not like for particular meals.*
 - I can ask someone about the foods and drinks that they like or do not like for particular meals.*



Failing to plan . . .

is planning to fail !





HOMEWORK

Come prepared to share:

1. Three (3) strategies that you use to make your input comprehensible to your students
2. Ideas for authentic listening sources and authentic environmental print
3. Ways that you intend to use technology to facilitate learning with your students